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chapter which is no less confusing than it is unsatisfactory. If the editors of the present volume were to turn their skill to the production of an anthology which should include representative work by Hamlin Garland, Mary E. Wilkins Freeman, Sarah Orne Jewett, Thomas Nelson Page, William Vaughan Moody, Frank Norris, Stephen Crane, and a score of other significant writers of later date, their work would receive a heartier welcome by the reviewer.

HOWARD MUMFORD JONES

UNIVERSITY OF CHICAGO

Democracy's High School. By WILLIAM D. LEWIS, Principal of the William Penn High School, Philadelphia. Riverside Educational Monographs. Edited by HENRY SUZZALLO. New York: Macmillan, 1914. Pp. xii+130. \$0.60.

This book will challenge the attention of the man who would defend the traditional curriculum of the high school, and force him to examine anew the grounds of his defense. To the man who believes that there is need of a reorganization of the high school to adapt it better to present-day conditions, this book will furnish many valuable suggestions.

The contents of the book are suggested by the chapter headings, which are as follows: "A Social View of the High School," "The High School and the Boy," "The High School and the Girl," "The High School and the College," "The Administration of the Course of Study."

The author's point of view is set forth in his own words, on p. 5: "The American people—rarely the American pedagogues—have begun to see that the task of the one completely socialized agency for human betterment is not to give the brilliant John and Henry advantages over the phlegmatic James and Tom, but to give to each the type of training most likely to enable him to become the most intelligent, conscientious, and efficient citizen possible with his mental and physical endowments and limitations."

To quote from the Foreword by Theodore Roosevelt: "The vital thing about this book is that it shows just where the high schools which the American people are supporting can render a far larger service than the mere inculcation of knowledge. It presents the problem from the point of view of the boy and girl rather than from that of the subject, and shows how completely this change in viewpoint transforms our traditional thought of the school."

E. D. LONG

STATE NORMAL SCHOOL
LA CROSSE, WIS.

The Modern City and Its Problems. By FREDERIC C. HOWE. New York: Scribner, 1915. Pp. vii+390.

The indefatigable Dr. Howe has produced a fourth contribution to the literature dealing with the modern city. The main object which the author appears to pursue in this volume is to emphasize the fact that many of the problems of the modern city arise from the persistent interference of the state

in municipal affairs and from its consequent lack of power to take care of itself. Thus it appears that constitutional requirements as to city charters prevent local adaptation of the fundamental city law to local conditions and needs; state regulation of public-service corporations fails to secure proper service and standards; state regulation of the power to tax and borrow cripples the city at the outset in its attempts at self-improvement, and so on. In addition, the indirect results of state control are even more deplorable. Citizens take no interest in a municipality whose powers are thus limited and confined; civic pride in civic accomplishment languishes perforce; and as a result the powers which do fall within the purview of the city are exercised in a manner conducive neither to civic pride nor to civic accomplishment.

This, in a word, seems to be the position that the author wishes to set forth in this volume; but unfortunately for its unity, coherence, and emphasis, there has been included a great deal of matter which, though interesting and often important in itself, adds nothing to the point that is being emphasized. Indeed, the reader is sometimes led to suspect that the author is perhaps quite as interested in telling us what has happened in city life during the last decade as he is in proving that the city ought to have a larger measure of home rule. The inclusion of so much historical and descriptive matter weakens the force of the message which the book was intended to convey, and renders its content necessarily general, discursive, and diffuse. A comparison with the previous volumes written by Dr. Howe prompts the suggestion that the work under discussion fails to "hang together" as does the *British City*, for instance.

An appendix contains an excellent bibliography, arranged in sections to correspond roughly with the treatment followed in the text. The value of the bibliography would have been enhanced by including the names of the publishers of the works mentioned therein. A new departure has been included in the *Modern City* in the use of heavy-type subject headings within the chapters. This suggests use of the volume as a text for an introductory study of municipal functions, for which it is admirably suited.

LEONARD D. WHITE.

UNIVERSITY OF CHICAGO

Economics in Secondary Schools. By JOHN HAYES, PH.D. Riverside Educational Monographs. Edited by HENRY SUZZALLO. Boston: Houghton Mifflin Co., 1914. Pp. xiii+93.

This book is a plea for the study of elementary economics in the high school. The author made use of a questionnaire to secondary-school teachers of economics. The book tells how the study of economics may be adjusted to the mind of the high-school boys and girls, discusses the training of teachers for this subject, examines the problem of the textbook, and points out the way in which society would gain if economics were taught in our high schools. A suggestive outline for a course in economics is given and a list of elementary books on economics is appended. The study is well done and timely.

H. N. S.